AP U.S. History, Semester 2
Final Exam
Instructor's Version B
Answers: Multiple-Choice Questions

1.	B	21.	B	41.	D	61.	E
2.	C	22.	A	42.	B	62.	D
3.	D	23.	D	43.	C	63.	E
4.	C	24.	A	44.	C	64.	C
5.	E	25.	A	45.	B	65.	C
6.	D	26.	C	46.	C	66.	A
7.	B	27.	D	47.	A	67.	D
8.	A	28.	E	48.	E	68.	B
9.	D	29.	A	49.	D	69.	E
10.	D	30.	B	50.	A	70.	A
11.	A	31.	B	51.	C	71.	D
12.	B	32.	E	52.	C	72.	C
13.	D	33.	C	53.	B	73.	E
14.	A	34.	D	54.	D	74.	C
15.	C	35.	A	55.	E	75.	B
16.	E	36.	A	56.	A	76.	A
17.	D	37.	C	57.	B	77.	B
18.	B	38.	E	58.	A	78.	A
19.	E	39.	D	59.	C	79.	E
20.	A	40.	A	60.	D	80.	C

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Answers: Free-Response Questions

Section II, Part A (DBQ):

1. **Once the Supreme Court made its decision in the case of *Dred Scott* v. *Sanford*, the Civil War was inevitable. Assess the validity of this statement.**

Use evidence from the documents **and** your knowledge of the period 1820-1861 to compose your answer.

Use of the Documents

Document A: This line drawing portrays the aftermath of the sack of Lawrence during the small-scale civil war in Kansas in 1856 (this outbreak of violence is commonly known as "bleeding Kansas"). The Kansas-Nebraska act, intended to support the building of railroads in the new territory, contained ambiguous language about the extension of slavery. Once the territories were created, both pro and anti-slavery forces rushed to settle Kansas. The struggle over whether the territory should be free or slave broke out into fighting in May of 1856. Students may use this image and relevant historical evidence to argue that civil war was likely even before the *Dred Scott* decision in 1857.

Document B: These selections from the *Dred Scott* decision clearly state that a "negro" who is free is nevertheless not a citizen. They further argue that the Constitution orders the protection of private property, and that slaves count as property. They conclude that Congress has no right to issue a law or act that deprives a property owner of his property, in this case slaves. This is a direct challenge to Northerners and abolitionists.

Document C: The Republican Party platform of 1860 directly reflects sectional tensions. In the 8th section, the platform argues that the Constitution claims that freedom is the "normal condition" in the United States and that the founding fathers abolished slavery in all the territories. It concludes that neither Congress, nor a territorial legislature, nor any individual can give legal existence to slavery in any of the territories. It challenges Northerners to work against the interests of Southerners and slave owners, and offers a warning to Southerners that should the Republicans win on this platform, slavery itself would be at risk.

Document D: The Constitution of the Confederate States implies that one of the reasons for the secession of the states was to protect slavery and their sectional interests from aggressive Northern challenges, originating from the north's response to the *Dred Scott* decision. Further, it claims the right of the Confederate States to claim new territory, and to take slaves into these areas. This provides evidence that the *Dred Scott* decision played a crucial part in bringing the states to war.

Document E: William Seward's speech, made while he was Senator from New York, predicts that the two sections of the country, North and South, cannot avoid a major conflict. He argues that slave and free regions cannot exist in the same nation and under the same government. One side must give in, and he believes at this time (in 1858) that neither will.

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Document F: South Carolina's Address explains that it proved to be impossible for slave states to exist within a Union in which free states hold a majority in Congress. This document provides evidence of broader causes of the war, including the diverging economies of North and South, and regional inequality in Congress (created by growing Northern population and the admission of California as a free state in 1850).

Document G: Abraham Lincoln's speech during the Senate campaign against Stephen Douglas comments on the *Dred Scott* decision and offers a few statements that seem uncharacteristic of Lincoln. He criticizes the decision itself for being wrongheaded, but lets it be known that he does not desire integration of the races. He does argue, though, that the conflict has come down to those who are friends of the Constitution and those who are its enemies. Thus this is a mixed message, so far as the inevitability of the Civil War is concerned.

Document H: Jefferson Davis' Inaugural Address in 1861 indicates that secession proved to be the only way to preserve those rights that, in his view, had been guaranteed by the Constitution.

Key Points From Outside Information

- Generally, states decided for themselves whether they were to be "free" or slaveholding.
- Importing slaves was illegal after 1808, but slave owners could continue to own slaves.
- Missouri Compromise (1820) admitted Missouri as a slave state, Maine as a free state, and prohibited slavery in territory north of 36°30'N.
- Abolition movements continued to grow in the North.
- The Wilmot Proviso (1846) declared that slavery should not ever exist in any territory; this was a red flag for Southerners.
- Compromise of 1850 (addressed slavery in the new territories acquired in the Mexican War):
  - California admitted as a free state
  - Fugitive Slave Laws strengthened
  - Utah and New Mexico territories permitted to make their own decisions on slavery
- Kansas-Nebraska Act (1854):
  - Repealed the Missouri Compromise.
  - Permitted the citizens of Kansas and Nebraska territories to decide for themselves on issue of slavery.
  - Meant that slavery was permissible all the way to the Canadian border .
  - Gave more ammunition to abolitionists in their claims of growing "slave power."
  - After this Act, the political parties took strident opposing views on slavery.

Dred Scott* v. *Sandford
Students should include this additional information about this decision.

- The Court declared that:
  - Black slaves were not citizens, and had no legal rights even if they lived in free states.
  - Congress had no power to prohibit slavery in the territories.
  - Any territory could become a slave territory.

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Northern views of *Dred Scott*

- After the *Dred Scott* decision and the Kansas-Nebraska Act, Republican leaders began to speak about "divided houses" and "irrepressible conflicts."
- Lincoln and some other Republicans claimed that the Court's decision was not necessarily eternal; it could be changed, and they should work to get it changed.
- Abolitionists continued to gain ground within the Republican party.
- Passions had reached too high a level to permit compromise.
- The slavery issue had to be decided once and for all.
- Lincoln did not believe that individual states had the right to secede from the Union.

Southern views:

- The Constitution had been a compact between sovereign states, which at the time had all been slave-owning states.
- The South feared the possibility that the North would abolish slavery; they now had a majority in Congress.
- It was Southerners, not the Northerners, who were "friends" of the Constitution
- They believed that the Northern abolitionists would never compromise.
- They had to defend their rights within the Constitution.

Notes to the Instructor

Students should answer the question directly and use specific evidence from the documents, Tutorials, and text. For further information on how to write a DBQ, view the Tutorial "Reading and Writing History" or visit Resources in the class center. Print out a copy of the exam to view the full DBQ.

When grading, take into account the difficulty of this question. The student is asked to connect the *Dred Scott* decision with the Civil War, and evaluate the decisions role in bringing the states to war. The documents contain evidence for this question, but the student must read carefully and think deeply about the documents and the question to find it.

Pointers for Instructors

- Make sure students focus on their argument, and use specific evidence to criticize or support the provided statement. Though the *Dred Scott* decision inflamed both sides in the sectional conflict, there is evidence to support an opposing view. Students might argue that earlier events, such as the Kansas-Nebraska act, sealed the inevitability of the civil war, that diverging economies created the conflict, or that the conflict was built into the Constitution itself. For example, Lincoln expresses interest in finding a compromise—he was by no means a full-fledged abolitionist, even after war broke out.
- Make sure students develop an argument and don't just write a narrative of the events leading to the Civil War. They should take a position on how crucial a role the Dred Scott decision played in bringing the states to war.
- Emphasize that every paragraph students write must contribute to their thesis.
- Students must make effective use of the documents by citing them directly or by paraphrasing.

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- Make sure students support their argument with additional information from the readings, Tutorials, and assignments.

Scoring Rubric

This question is worth 60 points. There are five scoring ranges:
54-60 points (90-100%)
48-53 points (80-90%)
42-47 points (70-80%)
36-41 points (60-70%)
30-35 points (50-60%)

54-60 points—Excellent

Argument: The essay should have a strong, clear thesis; the student should clearly support the view that *Dred Scott* made the Civil War inevitable or that it did not. The student should also indicate an understanding of the complexity of the question.
Critical Thought: The student should explain how each document supports or undermines the thesis. The student should address conflicts and contradictions in the evidence. Any outside information must be relevant to the argument.
Evidence: The student should use documents **and** outside information throughout the essay. The student should make use of all of the documents that support his or her argument. At least seven of the eight documents should be used. Students might address the relationship between the sources. The student may make an occasional minor error.
Writing Style: The essay must be well organized and well written; it must make sense throughout.

48-53 points—Very Good

Argument: The student's thesis should be consistent with the question, but it may not be sufficiently focused to earn top marks.
Critical Thought: The student's answer must include an analysis of several of the documents and must incorporate outside information.
Evidence: The student should make use of the documents and outside information that support the position being argued. Discussion of relationships between the sources used may be limited.
Writing Style: The answer should be well organized and clearly written; it must be logical, but some points may be unclear.

42-47 points—Adequate

Argument: The student's thesis is only partially developed. It may address the question, but it does so in a way that does not acknowledge the question's complexity.
Critical Thought: The student's answer is primarily descriptive or narrative, and doesn't provide an analysis of the question or of the evidence provided. It will not address all the relevant issues, and will ignore the opposing position.
Evidence: The student may paraphrase the documents and may misinterpret a document to better fit the argument. The student will use only a little outside information and may refer to only five or six of the documents. The answer may contain errors.
Writing Style: The writing and organization is unclear, but acceptable.

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36-41 points—Flawed

Argument: The student's thesis will be unclear, and won't be supported in the body of the essay. Use of evidence will be unclear, and the argument will be poorly developed.
Critical Thought: The student will show only a limited understanding of the question, and will offer little or no analysis. What little analysis there is will be inaccurate. The student will show little understanding of the possible connections between Dred Scott and the Civil War.
Evidence: The student will not make use of the documents appropriate to their argument and may use documents that actually support the opposing position. The use of documents will be haphazard, with references only to brief excerpts or paraphrases. There will be little outside information. The argument may contain major errors.
Writing Style: The student's answer will be weakly organized and the writing will be unclear.

30-35 points—Severely Flawed

Argument: The student provides no thesis, or provides one that is not relevant to the question.
Critical Thought: The student demonstrates little or no understanding of the question.
Evidence: The student makes almost no use of the documents provided and no use of outside information. The answer contains major errors.
Writing Style: The answer is disorganized and poorly written.

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Section II, Part B: (Free Response):

2. Why did the authors of the Constitution believe they could improve on the Articles of Confederation? To what extent did they succeed?

Key Points

Articles of Confederation:

- Power invested in a unicameral Congress of the Confederation.
- Created a voluntary association of independent states.
- Federal government's main function was to coordinate the activities of the states.
- States retained powers not explicitly granted to the Congress of Confederation.
- Congress could appoint executive committees, regulate foreign affairs, establish coinage, and had certain judicial functions.

The Accomplishments of the Articles:

- Focused on local and state self-government
- Settled certain states' claims to western lands
- Established the Northwest Ordinance

The Weaknesses of the Articles:

- Central federal government too weak to be effective
- Difficult to establish a national policy on any issue
- Could not raise revenues sufficient for effective operation (could request funds from the states, but states were not required to provide them)
- Examples of weaknesses of Articles:
  - Inability of Congress to enforce the payment of prewar debts to British merchants and return of lands taken from the Tories as required by the Treaty of Paris.
  - Shays's Rebellion showed that the central government could not defend against armed rebellion or provide adequately for the common welfare.

Constitutional Convention Debates:

- The delegates agreed on the following:
  - Government gains power from the consent of the governed.
  - Society must be protected from tyranny of the majority.
  - Checks and balances necessary to prevent one group from dominating.
  - Stronger central authority needed, but all power subject to abuse.
- A debate arose over the issue of representation:
  - Madison proposed the Virginia Plan, which would create a new document and government structure with a bicameral legislature representing population, a national executive, and a national judiciary.
  - New Jersey Plan would revise the Articles, and have a unicameral legislature representing states.
  - The Great Compromise created a bicameral legislature, with one house representing states, the other population.
- Three-Fifths Compromise settled the issue of how slaves would be represented.

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The Constitution:

- Replaced sovereignty of the individual states with the sovereignty of the federal government.
- Made federal laws superior to state laws.
- Required states to enforce federal treaties and laws.
- Gave Congress the authority to levy taxes and raise revenues.
- Created an executive branch, with an elected president responsible for foreign policy.
- Established a federal court system to solve disputes between the states, Congress, and the executive branch, and to deal with disputes between state and federal laws when in disagreement.
- Established system of "checks and balances" so that no one branch of government could dominate the others.
- Gave the federal government three main powers and responsibilities:
  - Negotiating foreign policy
  - Collecting taxes
  - Regulating interstate commerce
- Bill of Rights added at demand of Antifederalists to protect rights of individuals against the federal government, and to reserve to the States powers not given to the federal government by the Constitution.

Pointers for Instructors

- Make sure students focus on their argument, rather than on a narrative.
- Make sure students use specific evidence to support their arguments.
- Make sure students clearly describe the main provisions of the Articles of Confederation and how the Constitution differed from the Articles of Confederation.
- Students shouldn't be expected to provide a history of the Constitutional Convention, but they should know the main issues debated.

Scoring Rubric

This question is worth 30 points. There are five scoring ranges:

27-30 points—Excellent
To score 27-30 points, the student's answer should have a strong, clear thesis that takes a position as to what extent the Constitution was an improvement over the Articles of Confederation. The quality of the writing should be excellent, the answer must show logical patterns, and the student should include most of the major points in the above list. The organization should be clear. The answer may contain minor errors.

24-26 points—Very Good
To score 24-26 points, the student's answer should have a thesis that makes an argument about the extent to which the Constitution was an improvement over the Articles of Confederation. Organization of the answer must show logical patterns, and the student should include many of the specific points listed in the above list. The answer may contain some errors.

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21-23 points—Adequate
To score 21-23 points, the student's answer must try to make some argument about the extent to which the Constitution was an improvement over the Articles of Confederation and must include at least some of the points listed above. There may be flaws in the thesis and argument, and the answer may contain errors.

18-20 points—Flawed
To score 18-20 points, the student's answer will demonstrate serious weaknesses. It may have no thesis or argument, and it will include few of the points listed above. The answer may show little understanding of the differences between the Constitution and Articles, or the issues at the Convention, will not be able to demonstrate that one was better than the other.

15-17 points—Severely Flawed
To score 15-17 points, the student's answer will demonstrate almost no attempt to answer the question, and will include very few, if any, of the points listed above.

3. Discuss the significance of the election of Andrew Jackson in 1828 in two of the following areas:

- **Politics**
- **Economy**
- **American national culture**

Key Points

The election of Jackson in 1828 marked:

- The beginning of the "era of the common man"
- A new system of political parties that was highly organized down to the precinct level
- The perfection of the spoils system
- A reintroduction of Jeffersonian "republican virtue"—government leaves people to their own devices
- An unregulated, laissez-faire economy that encouraged entrepreneurs in land and business
- An increasingly democratic culture in politics and economics, but not in reality a more democratic political system or economic system

Politics:

- Reestablished a strong 2-party system, the Democratic and Republican parties.
- Jackson ran as a Democrat, Adams ran as a Republican.
- Jackson supported increased political participation and expansion of white male suffrage.
- More white males voted in 1828 than ever before.
- The presidential election became the center of American politics for the first time.
- Jackson was a strong president and tried to curtail Congress.
- Jackson's policy positions:
  - Wanted a smaller government
  - Opposed federal funding of internal improvements

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- Opposed the national bank
- Opposed nullification doctrine put forth by Calhoun and South Carolina
- Emphasized spoils system (his election is often given as example of spoils system run amuck)

Economy:

- Jackson supported democratization of the economy.
- Jackson opposed the Tariff of 1824 because it favored merchants and business over the "common man."
- Jackson supported interstate internal improvements, such as the National Road, but opposed federal aid for local improvement projects, such as the Maysville Road bill.
- Jackson's policy of Indian removal freed land for settlers and farmers.
- Jackson opposed the National Bank; he thought it was unconstitutional, and used government power to enrich a small group of wealthy men at the expense of the nation.
- An agricultural empire begins to emerge in the West at this time.
- New innovations in transportation begin to transform the economy.

American national culture:

- The election of 1828 marked the beginning of the "era of the common man."
- Jackson was not well educated, and had a varied background (farmer, slaveowner, military service).
- Adams, his opponent, was the traditional landed "aristocrat" like previous presidents, and was educated at Harvard .
- Jackson set a new standard for presidents, with his patriotism and war exploits; he was a true westerner
- The textbook argues that this was the beginning of "true democracy" in the American political, economic, and cultural system.
- Jackson and his supporters were from "the people" rather than the aristocracy, which encouraged the idea that people of lower status could climb the "social ladder."
- This economic and political democratization influenced to a number of cultural and reform movements, including the Romantic movement and the Second Great Awakening.
- Jackson's Indian policy was representative of frontier attitudes towards Indians as opposed to those of Eastern elites.

Pointers for Instructors

- Make sure students focus on their argument, rather than on a narrative.
- Make sure students use specific evidence to support their arguments.
- This question asks students to discuss the changes in American policy and attitude that resulted from the election of Jackson in 1828. Students should not focus directly on Jackson's presidency, but should discuss the broader changes or continuations that the 1828 election marked.

Scoring Rubric

This question is worth 30 points. There are five scoring ranges:

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27-30 points—Excellent
To score 27-30 points, the student's answer should have a strong, clear thesis that defines the importance of Jackson's victory in 1828 in two of the three areas. The quality of the writing should be excellent, the answer must show logical patterns, and the student should include many of the points in the above list. The organization should be clear. The answer may contain minor errors.

24-26 points—Very Good
To score 24-26 points, the student's answer should have a thesis that makes an argument about the importance of Jackson's victory in 1828. Organization of the answer must show logical patterns, and the student should include many of the points listed in the above list. The answer may contain some errors.

21-23 points—Adequate
To score 21-23 points, the student's answer should try to make some argument about the election of 1828 and must include at least some of the points listed above. There may be flaws in the thesis and argument.

18-20 points—Flawed
To score 18-20 points, the student's answer will demonstrate serious weaknesses. It may have no thesis argument at all, and it will include few of the points listed above. The answer may show little understanding of the significance of Jackson's election, and will not demonstrate knowledge of what changes took place.

15-17 points—Severely Flawed
To score 15-17 points, the student's answer will demonstrate almost no attempt to answer the question, and will include very few, if any, of the points listed above.

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4. In what ways and to what extent was the global imperialism of the period 1895-1920 a continuation of the expansionism and "Manifest Destiny" of the period 1845-1890?

Key Points

This question asks students to draw connections between Manifest Destiny and territorial expansion and the imperialism and overseas expansion of the early-twentieth century. Students should explain Manifest Destiny and the motives for territorial expansion between 1845 and 1890, and compare these to the imperialism of 1895-1920. The student's thesis should indicate whether or not imperialism was a continuation of earlier expansion, or marked a change from earlier expansion.

1845-1890:

- Manifest Destiny:
  - Term coined by a newspaper editor in 1845
  - General belief that Americans were intended by God to expand across the continent
  - Moral justification for territorial expansion, at all cost and expense
  - Description of what the U.S. could and should be, a new vision of and for the country
- California gold rush incites massive western migration in 1848-49.
- Migration along Oregon trail begins in 1840s.
- U.S. acquires the Spanish Possessions in 1848 after the Mexican War.
- President Polk desired territorial acquisition—extended U.S. across continent during his presidency.
- Westward migration motivated somewhat by need for raw materials and farmlands to feed growing U.S. economy.
- The ideal of Manifest Destiny also provided a unified vision of the nation in counterpoint to the sectional tensions before and after the Civil War.
- In 1893, historian Frederick Jackson Turner declared the frontier closed.

Transition to imperialism:

- Theory behind imperialism came, in part, from Darwinism; in this case, the best and strongest societies and states will survive.
- Motivated by the general belief in the superiority of American values of democracy, Christianity, and the free-enterprise system.
- Ideas of political liberty and a "pure spiritual Christianity" connect manifest destiny and imperialism.
- Many felt that America had been divinely commissioned to spread democracy and Protestant Christianity throughout the world.
- Also a growing feeling that national glory was important, and that the United States deserved it.
- Many came to believe that overseas expansion the best way to show the nation's vitality and greatness.
- In 1866-7, U.S. purchased Alaska.
- In 1878, U.S. acquired Samoa.

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- Captain Alfred Thayer Mahan wrote the *Influence of Sea Power Upon History* in 1890:
  - Argued that national self-interest required a strong navy.
  - Navy required naval bases and colonies in the Caribbean and in the Pacific.
  - Canal connecting Caribbean and Pacific was essential.
- By 1895 the U.S. had completed the transcontinental expansion.
- Had gained first place in manufacturing, globally.
- Industrial and agricultural output had increased, and led to movement to create a commercial empire for the U.S. in the Caribbean, Central and South America, and in Asia.

1895-1920:

- Hawaii annexed in 1898.
- Spanish-American war intended to liberate Cuba from Spanish oppression, not to create an empire.
- Annexation of the Philippines very controversial:
  - Businessmen wanted opportunities to sell oil and textiles to China.
  - Missionaries wanted to "save" Asia.
  - Both businessmen and missionaries influenced by ideas of Manifest Destiny.
  - McKinley's motivating ideas for imperialism included national honor, commerce, racial superiority, and altruism.
  - Opponents of annexation and imperialism supported isolationism, self-determination, and self-government.
- After the war U.S. controlled Cuba, Philippines, Guam, and Puerto Rico.
- Open Door Policy rooted in self-interest of businessmen, and in sympathies for American imperialism.
- "Big Stick" diplomacy of Theodore Roosevelt:
  - Foreign affairs to be couched in moral and patriotic terms.
  - Panama Canal treaty.
  - Roosevelt Corollary to the Monroe Doctrine (1904) called for American intervention as international policeman in Central and South America.
- World War I:
  - Initial reluctance to get involved, strong support for isolationism.
  - One of the main reasons for intervention was the preservation of freedom of the seas which was necessary for American business interests.
  - Wilson came to believe that the war and America's involvement would "make the world safe for democracy," capitalism, and American interests.
  - Wilson's Fourteen Points outline altruistic basis for America's role in the world.

Pointers for Instructors

- Make sure students focus on their argument, rather than on a narrative.
- Make sure students use specific evidence to support their arguments.

Scoring Rubric

This question is worth 30 points. There are five scoring ranges:

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27-30 points—Excellent
To score 27-30 points, the student's answer should have a strong, clear thesis that makes a case for or against the connection between Manifest Destiny and imperialism. The quality of the writing should be excellent, the answer must show logical patterns, and the student should include many of the major points in the above list. The organization should be clear. The answer may contain minor errors.

24-26 points—Very Good
To score 24-26 points, the student's answer should have a thesis that makes an argument about connections between Manifest Destiny and imperialism. Organization of the answer must show logical patterns, and the student should include many of the specific points from the above list. The answer may contain some errors

21-23 points—Adequate
To score 21-23 points, the student's answer must try to make some argument and must include at least some of the points listed above. There may be flaws in the thesis and argument. The answer may contain errors.

18-20 points—Flawed
To score 18-20 points, the student's answer will demonstrate serious weaknesses. It may have no thesis argument at all, and it will include few of the points listed above. The answer may show little understanding of Manifest Destiny or imperialism and will not be able to demonstrate connections between the two. The answer will contain errors.

15-17 points—Severely Flawed
To score 15-17 points, the student's answer will demonstrate almost no attempt to answer the question, and will include very few, if any, of the points listed above.

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5. During the last half of the 1800s, the United States' economy experienced rapid change and tremendous growth. Describe and explain the changes during this period in <u>one</u> of the following areas:

- **Business and industry**
- **Labor**
- **Agriculture**

<u>Key Points</u>

- Less sectionalism than previous eras.
- Industrial production increased 600% in this period.
- New transportation systems.
- Global markets.
- Decline in rural population, increase in urbanized population.
- More efficient agriculture brought increase in agricultural production of 200% in this period.
- Immigration.
- The country's population increased 300% in this period.

Business and industry:

- Transcontinental railroads built between 1865-1890 .
- The South became more diversified, urban, and industrial .
- Coal and oil—sources of energy for industrial growth.
- New mechanized farm equipment.
- "Bigness" became the standard for corporate life; bigger was better, more efficient, and more profitable.
- The demands of the growing railroad industry, among other, gave rise to innovations in financing and the rise of banks
- New forms of manufacturing and new inventions assisted economic growth and growth in size of businesses.
- Steel industry: Carnegie.
- Oil refining: Rockefeller.
- Electricity: Edison (AT&T after 1885).
- Banking industry: J. P. Morgan.
- New ways of organizing business—corporations, and trusts.
- New accounting practices.
- Government played "catch up" into the next century through regulation and "trust-busting."

Labor

- Real wages rose between 1860 and 1890.
- Working conditions were bleak and unsafe, and people worked long hours.
- More women and children worked in factories and mines than before industrialization.
- Early union organization reflected the high social costs of industrialization.

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- Bureaucratized work life, more distance between managers and workers.
- Businessmen viewed labor as a commodity to be procured at lowest price.
- National Labor Union already present in 1866, but failed.
- Knights of Labor founded in 1869; focused on reform; preferred boycotts to strikes.
- Wage cuts in railroads brought the Great Railroad Strike of 1877.
- Haymarket Affair (1886) grew out of agitation for eight-hour day.
- American Federation of Labor led by Samuel Gompers; founded in 1881.
- Homestead Strike (1892) and Pullman Strike (1894) led to setbacks for labor.
- Eugene V. Debs increased influence of socialism in the unions and in the labor movement.
- Industrial Workers of the World more radical union.
- The new immigration, mostly from South and Eastern Europe, didn't speak English, settled in the cities, worked mostly as unskilled labor and didn't join unions

Agriculture:

- In the South:
  - Plantations broken up into smaller farms.
  - Tobacco and cotton booms led to overproduction and falling prices.
  - Slavery was replaced in many areas by sharecropping and tenant farmers.
- Agricultural education, new techniques, and new equipment changed farming practices.
- Farming innovations helped to create overproduction and falling prices.
- John Deere and International Harvester developed new farm equipment, became large companies.
- New settlement in the central and western parts of the country and Great Plains.
- Indian policies resulted in new lands available; but in many areas, this land was difficult to farm.
- Transcontinental railroads made it easier to get products to market.
- Global overproduction made it difficult to sustain prices at home and led to decreased opportunities to export goods.
- Several periods of agricultural depression and financial crises.
- Efforts to reform land policy, lower prices; attempts to enable purchase of smaller plots.
- Standard of living and incomes for most farmers declined.
- Some farmers and some younger members of farm families left agriculture and moved to urban areas:
  - Farmers became involved in politics.
  - Alliance movement.
  - Grange movement.
  - Populists.
  - Farmers supported the free silver issue.

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Pointers for Instructors

- Make sure students focus on their argument, rather than on a narrative.
- Make sure students use specific evidence to support their arguments.

Scoring Rubric

This question is worth 30 points. There are five scoring ranges:

27-30 points—Excellent
To score 27-30 points, the student's answer should have a strong, clear thesis that focuses on the change and growth in the economy in the last part of the nineteenth century, with a focus on one of the three areas. The quality of the writing should be excellent, the answer must show logical patterns, and the student should include many of the major points in the above list. The organization should be clear. The answer may contain minor errors.

24-26 points—Very Good
To score 24-26 points, the student's answer should have a thesis that makes an argument about the American economy in the last part of the nineteenth century. Organization of the answer must show logical patterns, and the student should include many of the specific points listed in the above list.

21-23 points—Adequate
To score 21-23 points, the student's answer must try to make some argument and must include at least some of the points listed above. There may be flaws in the thesis and argument.

18-20 points—Flawed
To score 18-20 points, the student's answer will demonstrate serious weaknesses. It may have no thesis argument at all, and it will include few of the points listed above. The answer may show little understanding of the late-nineteenth century American economy.

15-17 points—Severely Flawed
To score 15-17 points, the student's answer will demonstrate almost no attempt to answer the question, and will include very few, if any, of the points listed above.

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